

Tennessee English Language Arts Standards

Grade 4

Standard 1 - Language

Conceptual Strand 1

Standard American English conventions and vocabulary are essential to effective communication and to success in college classrooms and workplaces.

Guiding Question 1

How does language usage reflect mastery of standard American English and its conventions?

Grade Level Expectations

GLE 0401.1.1 Demonstrate knowledge of Standard English usage, mechanics, and spelling.

GLE 0401.1.2 Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.

GLE 0401.1.3 Demonstrate knowledge of Standard English sentence structure.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0401.1.1** Know and use appropriately the meaning, forms, and functions of the following six parts of speech: nouns, pronouns, verbs, adverbs, adjectives, and prepositions.
- ✓ **0401.1.2** Recognize usage errors (e.g., double negatives, troublesome word groups: to/too/two; their/there/they're; sit/set; lie/lay).
- ✓ **0401.1.3** Use correct capitalization (e.g., sentence beginnings, proper nouns and adjectives, titles, abbreviations, quotations, and parts of friendly and business letters).
- ✓ **0401.1.4** Use correct punctuation at the ends of sentences.
- ✓ **0401.1.5** Demonstrate the correct usage of commas (e.g., series, direct address, following introductory words, dates, addresses, quotations, letters, and compound sentences).
- ✓ **0401.1.6** Demonstrate the correct usage of quotation marks (e.g., in direct quotations and in titles).

- ✓ **0401.1.7** Apply correct orthographic conventions, including spelling, contractions and possessives, abbreviations, and legible letter formation, both in cursive and in manuscript.
- ✓ **0401.1.8** Use appropriate language structure in oral and written communication (e.g., subject-verb agreement in simple and compound sentences, correct word order within a sentence, correct placement of detailed words and phrases).
- ✓ **0401.1.9** Use complete sentences in writing.
- ✓ **0401.1.10** Recognize and edit incomplete sentences and run-on sentences.
- ✓ **0401.1.11** Combine simple sentences into compound sentences.
- ✓ **0401.1.12** Combine sentences using compound subjects and/or predicates or by joining independent clauses using a semicolon or a comma + a coordinating conjunction.

STATE PERFORMANCE INDICATORS

SPI 0401.1.1 Identify the correct use of nouns (i.e., common and proper, plurals, possessives), verbs (i.e., agreement, tenses, action and linking), and adjectives (i.e., comparison forms and articles), pronouns (i.e., subject, object, and agreement), adverbs (i.e., comparison forms and negatives), prepositions (uses of prepositions, prepositional phrases).

SPI 0401.1.2 Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.

SPI 0401.1.3 Select the best way to correct incomplete sentences within context.

SPI 0401.1.4 Identify the correct use of commas (i.e., series, dates, addresses, friendly letters, introductory words, compound sentences) within context.

SPI 0401.1.5 Recognize usage errors occurring within context (i.e., double negatives, troublesome words: to/too/two; their/there/they're; sit/set; lie/lay).

SPI 0401.1.6 Identify correctly or incorrectly spelled words in context, including the spelling of plurals and possessives.

SPI 0401.1.7 Choose the correct use of quotation marks and commas in direct quotations.

SPI 0401.1.8 Identify sentences with correct subject-verb agreement (person and number).

Standard 2- Communication

Conceptual Strand 2

Effective communication through clear and persuasive expression and attentive listening is necessary for success in school, the workplace, and the larger community.

Guiding Question 2

What communication skills are essential to achieve success in school, the workplace, and in leisurely pursuits?

Grade Level Expectations

GLE 0401.2.1 Continue to develop oral language skills necessary for communication.

GLE 0401.2.2 Continue to develop listening skills necessary for communication.

Checks for Understanding (Formative/Summative Assessment)

Listening

- ✓ **0401.2.1** Listen attentively by facing the speaker, asking questions, and paraphrasing what is said.
- ✓ **0401.2.2** Use established rules for attentive listening (e.g., do not interrupt, ask questions, provide appropriate feedback).
- ✓ **0401.2.3** Understand and follow multi-step directions (i.e., follow directions for a simple game).
- ✓ **0401.2.4** Formulate and respond to questions from teachers and group members.

Speaking

- ✓ **0401.2.5** Use rules for polite conversation.
- ✓ **0401.2.6** Participate in creative responses to text (e.g., choral reading, discussion, dramatization, oral presentations).
- ✓ **0401.2.7** Orally express reactions and personal experiences, and opinions.
- ✓ **0401.2.8** Create and deliver an oral presentation on an assigned topic (e.g., book reports, demonstrations, science projects).
- ✓ **0401.2.9** Use different voice levels and speech patterns for small groups, informal discussions, and reports.

- ✓ **0401.2.10** Interpret and use a variety of non-verbal communication techniques (e.g., gestures, facial expression, posture).
- ✓ **0401.2.10** Participate in recitations of assigned/self-selected passages.

STATE PERFORMANCE INDICATORS

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Standard 3 - Writing

Conceptual Strand 3

The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.

Guiding Question 3

How will students demonstrate their ability to write effectively for a variety of purposes and audiences?

Grade Level Expectations

GLE 0401.3.1 Write for a variety of purposes and to a variety of audiences.

GLE 0401.3.2 Know and apply the steps of the writing process: prewriting, drafting, revising, editing, and publishing.

GLE 0401.3.3 Write in a variety of modes and genres (e.g., narration, description, personal expression, imaginative writing, response to literature, response to subject matter content).

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0401.3.1** Determine an audience and a purpose for writing.
- ✓ **0401.3.2** Arrange ideas by using graphic organizers (e.g., listing clustering, story maps, webs).
- ✓ **0401.3.3** Select and refine a topic.
- ✓ **0401.3.4** Write in response to a written narrative prompt.
- ✓ **0401.3.5** Develop topic sentence with supporting details and concluding sentence to form a paragraph.
- ✓ **0401.3.6** Construct varied sentences (i.e., syntactic variety) to add interest.
- ✓ **0401.3.7** Arrange multi-paragraph work in a logical and coherent order.
- ✓ **0401.3.8** Use appropriate time-order or transitional words.
- ✓ **0401.3.9** Use correct page format (e.g., paragraphs, margins, indentations, titles).
- ✓ **0401.3.10** Revise to clarify and refine ideas, to distinguish between important and unimportant information, and to enhance word selection.

- ✓ **0401.3.11** Develop and use a classroom rubric for written work and use for peer review and editing.
- ✓ **0401.3.12** Identify and explore opportunities for publication (e.g., local/national contests, Internet Websites, newspapers/periodicals, school displays).
- ✓ **0401.3.13** Incorporate vivid language into writing.
- ✓ **0401.3.14** Write poems, stories, and essays based upon personal reflections, observations, and experiences.
- ✓ **0401.3.15** Compare in writing two persons or things.
- ✓ **0401.3.16** Write creative, imaginative, and original responses to literature (e.g., poems, raps, stories).

STATE PERFORMANCE INDICATORS

SPI 0401.3.1 Choose a topic sentence for a paragraph.

SPI 0401.3.2 Rearrange sentences to form a sequential, coherent paragraph.

SPI 0401.3.3 Identify the purpose for writing (i.e., to entertain, to inform, to share experiences) and the audience for which it is intended.

SPI 0401.3.4 Rearrange events in a sequential or chronological order in a writing selection.

SPI 0401.3.5 Select the best title for text.

SPI 0401.3.6 Complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing.

SPI 0401.3.7 Select appropriate time-order or transitional words to enhance the flow of a writing sample.

SPI 0401.3.8 Select the best way to combine sentences to provide syntactic variety within context.

SPI 0401.3.9 Select details that support a topic sentence.

SPI 0401.3.10 Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.

SPI 0401.3.11 Supply a missing piece of information in a simple outline.

Standard 4- Research

Conceptual Strand 4

Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.

Guiding Question 4

How can students develop the ability to find and incorporate reliable, valid research materials into their original work and give appropriate credit to sources?

Grade Level Expectations

GLE 0401.4.1 Conduct research to access and present information.

GLE 0401.4.2 Collect, organize, and determine the reliability of researched information.

GLE 0401.4.3 Present research results in a written report.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0401.4.1** Define and narrow a topic for research.
- ✓ **0401.4.2** Use current technology as a research and communication tool for personal interest, research, and clarification.
- ✓ **0401.4.3** Gather and record information on a research topic from a variety of sources.
- ✓ **0401.4.4** Evaluate the reliability of sources on a given topic.
- ✓ **0401.4.5** Organize information from text or technological sources using a graphic organizer.
- ✓ **0401.4.6** Write a research paper using a three or more sources and notes taken using the sources.
- ✓ **0401.4.7** Utilize the dictionary, glossary, thesaurus, and other word-referenced materials.
- ✓ **0401.4.8** Use and discern appropriate reference sources in various formats (e.g., interviews with family and community; encyclopedia, card/electronic catalogs, almanacs, magazines, newspapers).

STATE PERFORMANCE INDICATORS

SPI 0401.4.1 Select appropriate sources from which to gather information on a given topic.

SPI 0401.4.2 Rank the reliability of sources on a given topic.

SPI 0401.4.3 Construct a graphic organizer to organize the information gathered.

SPI 0401.4.4 Write a simple report delivering the results of the research and citing the sources used.

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Standard 5- Logic

Conceptual Strand 5

Logic develops the skills of reasoning soundly, thinking critically, arguing persuasively, and inferring appropriately.

Guiding Question 5

How can students develop and demonstrate the ability to apply logic in a sound and systematic way?

Grade Level Expectations

GLE 0401.4.1 Develop logic skills to facilitate learning and to enhance thoughtful reasoning.

GLE 0401.4.2 Use logic to make inferences and draw appropriate conclusions.

GLE 0401.4.3 Apply logic skills to classroom situations and to selections read.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0401.5.1** Distinguish fact from opinion and cause from effect.
- ✓ **0401.5.2** Make inferences and draw conclusions while reading, viewing, or listening to print and non-print media.
- ✓ **0401.5.3** Make and adjust predictions while reading, viewing, or listening to print and non-print media.
- ✓ **0401.5.4** Determine the problem in a story, discover its solution, and consider logical alternate solutions.
- ✓ **0401.5.5** Complete word analogies employing synonyms and antonyms.

State Performance Indicators

SPI 0401.5.1 Locate information to support opinions, predictions, and conclusions.

SPI 0401.5.2 Supply the cause or effect missing from a graphic organizer.

SPI 0401.5.3 Distinguish between fact and opinion in text.

SPI 0401.5.4 Determine a problem in a story and recognize its solution.

SPI 0401.5.5 Choose a logical word to complete an analogy using synonyms and antonyms.

SPI 0401.5.6 Determine appropriate inferences and draw conclusions from text.

SPI 0401.5.7 Make predictions about text.

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Standard 6- Informational Text

Conceptual Strand 6

Most texts are informational in nature and require a comprehensive set of skills different from those needed for recreational reading.

Guiding Question 6

What specific strategies and skills are required in order to understand and interpret various informational texts?

Grade Level Expectations

GLE 0401.6.1 Apply skills and strategies to comprehend informational text (e.g., prereading strategies, comprehension strategies).

GLE 0401.6.2 Recognize the different text features of informational text (e.g., separate text boxes, diagrams, captions, charts, graphs).

GLE 0401.6.3 Follow the organizational structure of informational/technical text.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0401.6.1** Set a purpose for reading (e.g., to understand, to enjoy, to solve problems, to locate specific information/facts).
- ✓ **0401.6.2** Use common text features to enhance understanding (e.g., headings, key words, graphics, captions, side bars).
- ✓ **0401.6.3** Understand sequence of events from text.
- ✓ **0401.6.4** Determine the main idea and supporting details from text.
- ✓ **0401.6.5** Preview text using text features (e.g., illustration, graphs, diagrams).
- ✓ **0401.6.6** Understand a variety of informational texts, which include primary sources (e.g., autobiographical sketches, letters, diaries, Internet sites).
- ✓ **0401.6.7** Use parts of text (e.g., title, title page, table of contents, chapter title, glossary, and index) as aids in understanding informational text.

State Performance Indicators

SPI 0401.6.1 Use table of contents, title page, and glossary to locate information.

SPI 0401.6.2 Use headings, graphics, and captions to make meaning from text.

SPI 0401.6.3 Interpret information using a chart, map, or timeline.

SPI 0401.6.4 Use available text features (e.g., graphics and illustrations) to make meaning from text.

SPI 0401.6.5 Identify the stated main idea and supporting details in text.

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Standard 7- Media

Conceptual Strand 7

An ability to understand and analyze media and technology will be vital, ongoing life skills.

Guiding Question 7

What strategies will help students become thoughtful users of information coming from a wide variety of media?

Grade Level Expectations

GLE 0401.7.1 Recognize that media can be a source of information and entertainment.

GLE 0401.7.2 Use media to publish and present information.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0401.7.1** Use media (e.g., photographs, films, videos, the arts, online catalogs, nonfiction books, encyclopedias, CD_ROM references, Internet) to view, read, and represent information and to conduct research.
- ✓ **0401.7.2** Use print and non-print materials along with prior knowledge to provide background for writing and /or presenting.
- ✓ **0401.7.3** Use media to enhance reports and oral presentations.
- ✓ **0401.7.4** Use libraries/media centers to access media sources.
- ✓ **0401.7.5** Develop an awareness of the effects of media (e.g., television, print materials, Internet, magazines) on daily life.

State Performance Indicators

SPI 0401.7.1 Select the most appropriate and reliable media for accessing information, writing a report, or making a presentation.

SPI 0401.7.2 Identify the main idea in a visual image.

Standard 8- Literature

Conceptual Strand 8

Educated members of adult society gain knowledge of themselves and others through the study of literature, thus becoming critical readers and lifelong members of literacy communities.

Guiding Question 8

What skills and strategies are necessary for students to understand literary text and to make appropriate connections among themselves, the text, and the human community?

Grade Level Expectations

GLE 0401.8.1 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.

GLE 0401.8.2 Experience various literary genres, including fiction/nonfiction, poetry, drama, short stories, folk tales, and myths.

GLE 0401.8.3 Know and understand the characteristics of the genres studied.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0401.8.1** Decode unknown grade level words by utilizing learned strategies (e.g., reading ahead, drawing upon prior knowledge) to verify word meaning within context.
- ✓ **0401.8.2** Read with fluency from a variety of texts (e.g., poetry, drama, current events, novels).
- ✓ **0401.8.3** Build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.
- ✓ **0401.8.4** Use appropriate synonyms, antonyms, and homonyms.
- ✓ **0401.8.5** Develop word consciousness (e.g., word play, word walls, and word sorts).
- ✓ **0401.8.6** Organize prior knowledge using a variety of strategies (e.g., webbing, mapping, brainstorming, listing).
- ✓ **0401.8.7** Explore significant words to be encountered in selected/assigned text.
- ✓ **0401.8.8** Relate text to prior personal and historical experiences, current events, as well as previously read print and non-print media.

- ✓ **0401.8.9** Derive meaning while reading by
 - formulating clarifying questions.
 - predicting outcomes based upon prior knowledge and adjusting appropriately.
 - using metacognitive and self-monitoring reading strategies to improve comprehension (e.g., rereading, identifying miscues, reading ahead, asking for help, and drawing on earlier reading).
 - creating mental images.
 - expressing reactions and personal opinions to a selection.
 - verifying or modifying the pre-reading purpose.
 - drawing conclusions based on the evidence gained.
- ✓ **0401.8.10** Check for understanding after reading by
 - indicating sequence of events in fiction and nonfiction selections.
 - selecting main idea and supporting details from text.
 - identifying the author's purpose (e.g., to entertain, to inform, to explain).
 - discussing similarities and differences in events and characters using evidence cited in two or three texts.
 - selecting information to meet a specific purpose.
 - stating reasonable generalizations in reference to two pieces of text on a similar topic.
 - locating information to support opinions, predictions, and conclusions.
 - identifying cause and effect relationships.
 - distinguishing between fact/opinion and fantasy/reality.
 - identifying and interpreting figurative language (e.g., idioms, similes, metaphors, personification).
 - recognizing the theme of a single passage.
 - reflecting upon comprehension strategies utilized to make meaning from text.
- ✓ **0401.8.11** Read, view, and recognize various literary (e.g., poetry, novels, historical fiction, nonfiction) and media (e.g., photographs, the fine arts, films, video) genres.
- ✓ **0401.8.12** Determine the problem of a story, discover its solution, and consider alternate solutions.
- ✓ **0401.8.13** Sequence the events of a selection from beginning to end, determining how the incidents are connected and lead to a solution/conclusion.
- ✓ **0401.8.14** Identify and describe main and minor characters, considering the importance of their actions, motives, and appearances.
- ✓ **0401.8.15** Compare and contrast different version/representations of the same stories/events that reflect different cultures.

- ✓ **0401.8.16** Distinguish between first and third person points of view.
- ✓ **0401.8.17** Determine the stated or implied theme of a passage.
- ✓ **0401.8.18** Recognize and understand basic literary devices (e.g., imagery, simile, metaphor, personification).
- ✓ **0401.8.19** Develop an awareness of literature as a reflection of its culture.

STATE PERFORMANCE INDICATORS

SPI 0401.8.1 Recognize plot features of fairy tales, folk tales, fables, and myths.

SPI 0401.8.2 Identify characters, setting, and plot in a passage.

SPI 0401.8.3 Determine the problem in a story and recognize its solution.

SPI 0401.8.4 Select appropriate antonyms, synonyms, and homonyms within context.

SPI 0401.8.5 Recognize and use grade appropriate vocabulary within context.

SPI 0401.8.6 Evaluate texts for elements of fact/opinion and reality/fantasy.

SPI 0401.8.7 Indicate the sequence of events in print (fiction and nonfiction) and non-print texts.

SPI 0401.8.8 Make predictions about text.

SPI 0401.8.9 Identify the forms of text (e.g., poems, drama, fiction, nonfiction).

SPI 0401.8.10 Identify and interpret similes and metaphors.

SPI 0401.8.12 Locate information to support opinions, predictions, and conclusions.

SPI 0401.8.13 Identify the author's purpose (e.g., to entertain, to inform, to persuade, to share feelings).

SPI 0401.8.14 Recognize the sounds of language (i.e., alliteration, rhyme, and repetition).